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ABSTRACT

Reported is the status of Colorado public schools' special education services for the school year 1973-74 and midyear 1974-75. Presented is school year 1973-74 information on students served, not served, and the nature of services rendered. Summarized are data on special education instructional and support staff. Special education costs and revenues are broken down according to categorical programs. A section on qualitative evaluation of services includes percentages of students in each program dismissed with objectives accomplished, and reports of followup studies of special education graduates. Examined are inservice programs for the regular teacher. The midyear status report includes data on preschool programs, administrative unit plans, and supplemental requests. Nine appendixes provide such information as average staff salaries and student-teacher ratios, and instructional cost by categorical and delivery method. (CL)

ED107026

EDUCATION OF HANDICAPPED CHILDREN

STATUS REPORT

School Year 1973-74

and

Midyear 1974-75

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INTRODUCTION

This report on special education services in Colorado public schools is submitted to the Governor, the Educational Committees and the Joint Budget Committee of the Colorado Legislature in compliance with C.R.S. 123-22-4(3), revised, 1973.

The Handicapped Children's Educational Act, C.R.S. 123-22, requires that all school districts within the state provide, through previously established special education administrative units, special education services for any handicapped child between the ages of five and twenty-one under their administrative jurisdiction.

The purpose of this report is to provide current information to the Governor, the Legislature, and the general public on the status of special education services in the public schools for the school year 1973-74. A midyear status report for 1974-75 is included in the report to insure that the most current information on program development and trends is available to state and local officials charged with the responsibility of ascertaining the educational needs of handicapped children.

The report is divided into sections which address the five basic aspects of special education programs monitored by the Department of Education:

1. Students served, students not served and services provided
2. Instructional and support staff
3. Program cost and revenue
4. Qualitative nature of existing programs
5. Inservice programs for regular educators

Data provided in the report represents summative information gathered from * 43 administrative units representing 181 school districts in Colorado. More detailed information on each administrative unit is available at the Department of Education, Special Education Services Unit. Due to excessive costs, supporting documents to all sections of the report will be published in limited supply for restricted distribution. Copies of the documents will be retained by the Department for public perusal.

Calvin M. Frazier

Calvin M. Frazier
Commissioner of Education

* Refer to Appendix A, "Colorado's Forty-Three Special Education Administrative Units" map

STATE ADVISORY COMMITTEE FOR SPECIAL EDUCATION

Charge

The charge of the State Advisory Committee for Special Educatinon is to assist the Colorado Department of Education in the performance of its responsibilities for the implementation of C.R.S. 123-22, 1963, the Handicapped Children's Educational Act, as amended, 1973, by the Forty-Ninth Colorado General Assembly.

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BACKGROUND INFORMATION

In 1972, the Forty-Eighth Colorado General Assembly enacted into law House Bill 1060, which for one year became the Handicapped Children Educational Act for the public schools in Colorado. Although active less than one year, House Bill 1060 established the foundations upon which educational programs for the handicapped have been built, and will continue to be built for an indeterminate, but respectable period into the future.

Eight basic charges to the Department of Education contained the essence of the Act. Briefly stated, these charges were:

1. A report of the status of special education programs in the public schools
2. A report of definitions of each type of handicap for which special education services would be required
3. A report of the number and general location of handicapped children
4. A report of the recommended means by which handicapped children should be diagnosed
5. A report of the recommended programs and minimum standards for handicapped children
6. An analysis of the cost/benefit and cost/effectiveness of special education programs
7. A report of the impact of statewide support for the education of handicapped children
8. The development of an accountability instrument for special education services

The results of the study were presented to the Forty-Ninth Colorado General Assembly in January, 1973, under the title Report On Study of Learning Disabilities, published by the Colorado Department of Education. As a result of the study, the Forty-Ninth Colorado General Assembly enacted into law House Bill 1164. That Act, with minor amendments, may be found in the Colorado Revised Statutes 123-22.

Since the completion of the study, the Department has submitted annual status reports to the Governor and the Colorado General Assembly. The purpose of the reports is to bring current the information in the original study which is subject to change as districts increase or modify their educational programs for handicapped children.

This report represents the second status report submitted to the Governor and the General Assembly. The basic format of the report is in keeping with the format of the study to insure a reasonable transition from one report to another.

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SECTION I

STUDENTS SERVED, NOT SERVED,
AND NATURE OF SERVICES RENDERED

1. Number of Students Served

During the 1973-74 school year, 51,118 handicapped students were enrolled in one or more special education programs in the public schools. Students receiving services represented 9.6 percent of the total pupil population reported for average daily attendance entitlement, 533,917.3, for the school year.

Due to the fact that some students are multiply handicapped and require services from more than one special education program, the number of handicapping conditions served by programs always exceeds the total number of students actually served. In 1973-74 the total number of handicapped students served by the program was 54,476. The difference between the 51,118 students served in individual programs indicates that as many as 3,358 students required more than one special education service, due to multiple handicapping conditions. An analysis of grade level distribution of handicapped students served shows 26.6 percent of the students in secondary programs, 72.7 percent in elementary programs, and .7 percent in preschool programs.

The number of handicapped students served represented 96.4 percent of the state's projected goal for the school year. (Reference - Education of Handicapped Children, Status Report, 1972-73)

TABLE I

Number of Students Served
in Special Education Programs

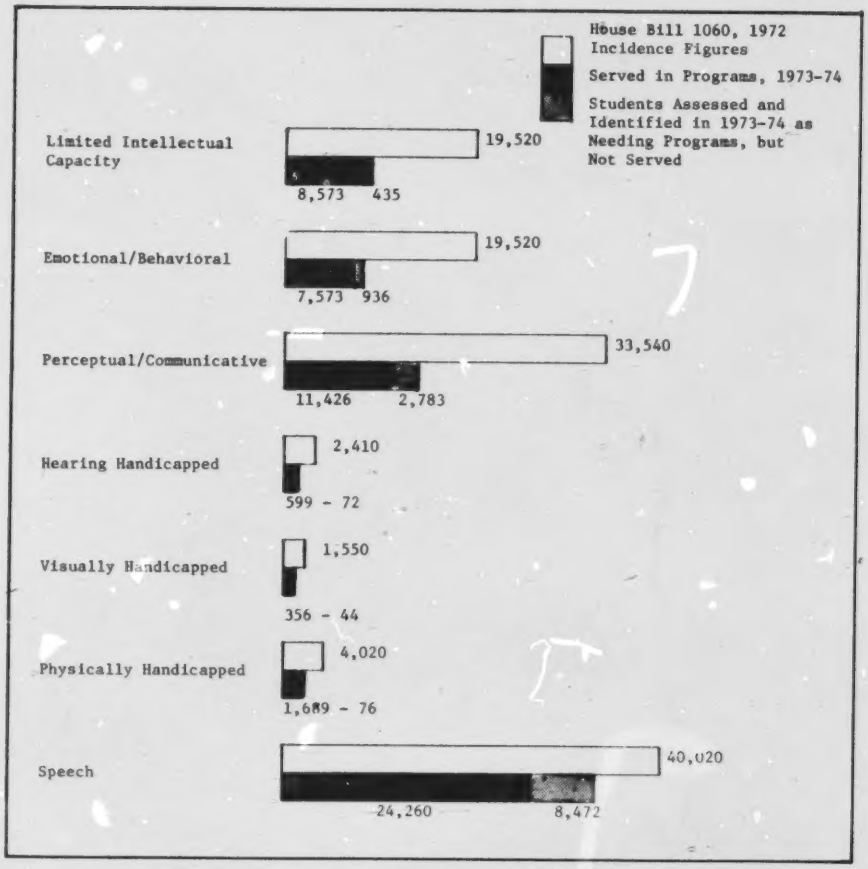
Special Education Categorical Programs	Actual Number Served 1971-72	Actual Number Served 1972-73	Actual Number Served 1973-74	Estimated Number to be Served 1974-75
Limited Intellectual Capacity	8,424	8,868	8,573	8,669
Emotional/Behavioral } EH			7,573	8,779
Perceptual/Communicative } EH	6,903	13,506	11,426	15,320
Hearing Handicapped	444	522	599	731
Visually Handicapped	263	263	356	429
Physically Handicapped	1,865	2,139	1,689	2,072
Speech	19,677	20,553	24,260	28,296
Total Number of Students Served by Program (Duplicated Count)	37,576	45,851	54,476	64,296
Total Individual Students Served (Unduplicated Count)	28,200	34,388	51,118	57,866 (Est.)
Percent of ADAE Served (Unduplicated Count)	5.4%	6.4%	9.6%	10.9% (Est.)

2. Number of Students Not Served

In 1973-74, administrative units reported 12,818 students identified as handicapped and in need of special education services which were unavailable during the school year. Seventy-three percent of the handicaps were reported in the speech, perceptual and emotional categories. Table II compares the number of students served and not served in special education programs for the year with the total number of possible handicapped students based on incidence figures established as a result of the House Bill 1060, 1972, Incidence Study. The difference consists of students returned to regular education; students no longer in special education because they have graduated, withdrawn, dropped out, been transferred to another level in school, or been transferred out because of a change in a temporary health condition or a temporary court placement; first year students and others in school, but not yet identified. (See Table V for 1973-74 results.)

TABLE II

Number of Students Served and Not Served
in Special Education Programs

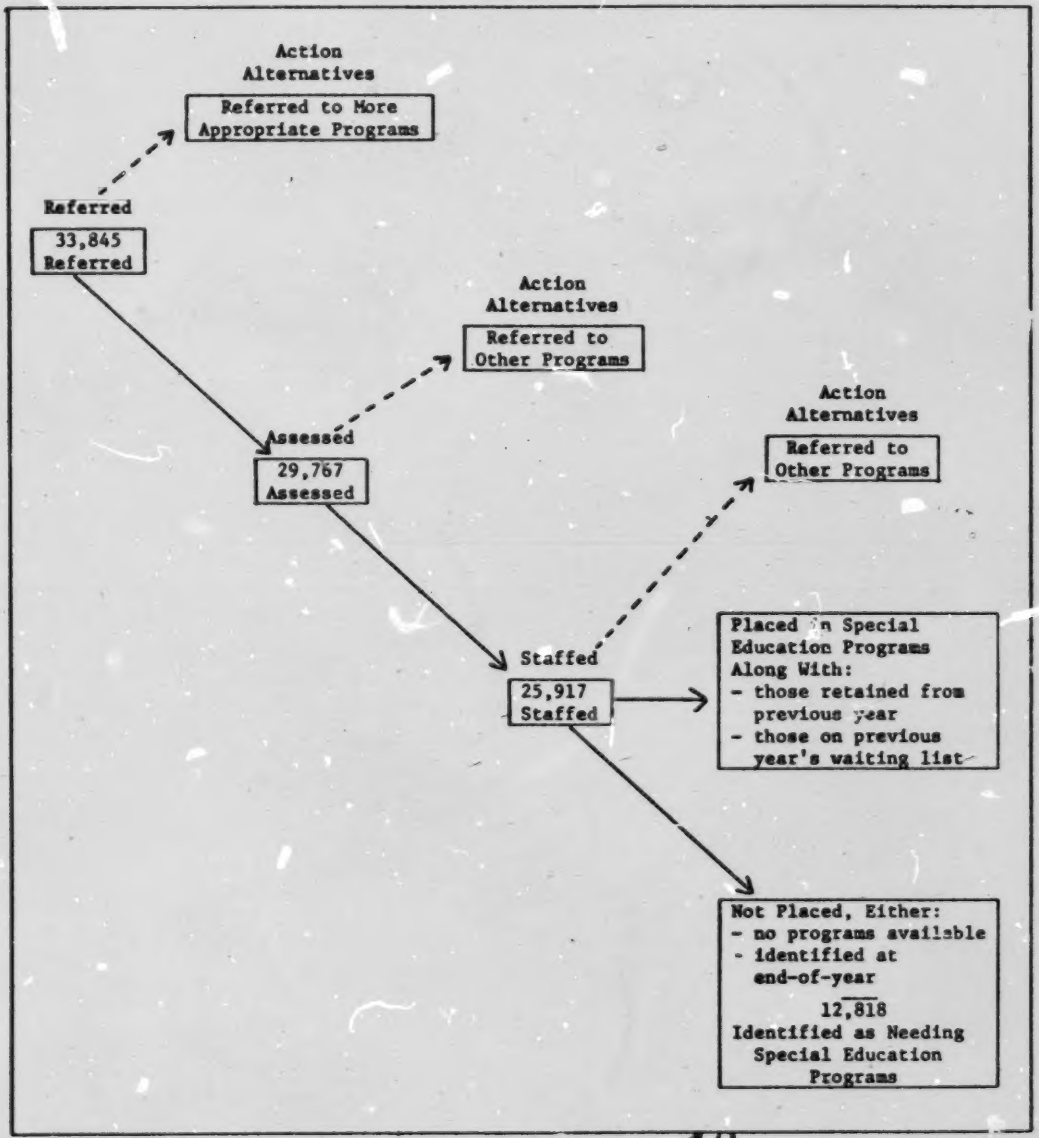


3. New Students Assessed, Staffed and Identified as Needing Special Education

The total numbers of students referred, assessed, staffed and identified as needing special education are shown in Table III. The 12,818 students identified as needing programs, but not served, will enter special education at the beginning of the next school year, along with those students retained from the 1973-74 school year. (See Table V)

TABLE III

Number of Students Referred, Assessed, Staffed and Identified as Needing Special Education



4. Nature of Services Rendered

Services to handicapped children fall within two broad classifications - instructional services and support services. Instructional services refer to those programs which provide educational instruction to handicapped children in relationship to the educational impact of the handicapping condition. The delivery of instructional services is provided through a number of programming alternatives which include itinerant or consultant services, resource room services, self-contained programs, detention center programs, work-study, and home-hospital educational services.

Support services include special education administration and supervision, health services, assessment and consultation services, transportation, tuition placement, foster home care of students who must be placed in other administrative units for educational purposes, special education instructional materials centers and inservice training.

Table IV shows the number of students provided instructional services by type of delivery in 1973-74. The table indicates that close to 70.0 percent of all students in special education received itinerant or resource room services which allowed the major portion of the handicapped student's instruction to occur in the regular classroom. For example, the total number of hours a student spends in school in one year generally is 990. The table shows that a student served in a special education resource room received services there for an average of 149.53 hours during the year, or 15.0 percent of his school time. Therefore, 85.0 percent of his instruction occurred in the regular classroom.

TABLE IV

Number of Students and Full-Time Equivalent* (FTE) Students Served in Delivery Systems

	Itinerant - Consultant Services		Resource Room		Self-Contained Special Class		Detention Center Programs		Work-Study Programs		Home-Hospital Programs		Total Served in Categorical Programs	
	Number of Students	FTE Students	Number of Students	FTE Students	Number of Students	FTE Students	Number of Students	FTE Students	Number of Students	FTE Students	Number of Students	FTE Students	Number of Students	FTE Students
Limited Intellectual Capacity	154	16.02	1,203	387.45	5,759	4,028.96	24	.61	1,433	888.10			8,573	5,321.14
Emotional/Behavioral	216	10.30	893	175.93	992	397.78	4,883	142.62	198	51.01	391	32.45	7,573	810.09
Perceptual/Communicative	2,120	137.05	8,432	978.72	706	214.20	60	1.51	92	23.39	16	1.04	11,426	1,355.91
Hearing Handicapped	225	18.71	115	62.92	236	180.73			23	8.78			599	271.14
Visually Handicapped	306	19.98	38	8.52	2	1.09	3	.08	7	.33			356	30.00
Physically Handicapped	15	3.18	6	.31	716	364.94	14	.35	15	5.13	923	67.38	1,689	441.29
Speech	24,260	222.00											24,260	222.00
Total Served in Delivery Systems	27,296	427.24	10,687	1,613.85	8,411	5,187.70	4,984	145.17	1,768	976.74	1,330	100.87	54,476	8,451.57
**Percent Served in Delivery Systems, Excluding Speech	5.6%		19.6%		15.4%		9.1%		3.2%		2.4%			
Percent Served in Delivery Systems, Speech Only	44.5%													
Average Weeks in Program, Excluding Speech	23.39		24.87		27.76		1.05		28.79		10.80			
Speech Only	23.81													
Average Hours Per Week, Excluding Speech	2.63		5.59		21.58		26.28		18.46		6.67			
Speech Only	.33													
Average Hours Served per Year, Excluding Speech	66.97		149.53		610.64		28.84		546.98		75.05			
Speech Only	9.07													

* One FTE is equal to 990 hours

** Will not equal 100 percent due to rounding

5. End-of-Year Status of Students

Table V shows the end-of-year status of handicapped students served in 1973-74. Of the 54,476 handicaps served in special programs, 13,579, or 24.9 percent, were returned to regular education as no longer in need of special education services. The reported dropout rate for handicapped students served was 1.1 percent, a significantly low figure which may, in part, be due to the 72.0 percent concentration of special education programs in the elementary grades.

The status of 16.2 percent of the students reported as unclassified is not known, but would include a large number of students classified as temporarily health handicapped in home-hospital programs, adjudicated youths in detention centers and transfers to new levels in school where no programs were available.

TABLE V

End-of-Year Status
of Special Education Students Served

	Number of Students	Percent of Total Served
Status At End-of-Year		
1. Retained for Next Year	25,060	46.0%
* 2. Dismissed from Special Education - Objectives Accomplished	13,579	24.9%
3. Left the District	3,737	6.9%
4. Graduated from School	1,606	2.9%
5. Withdrew from Program	1,049	1.9%
6. Dropped Out of School	593	1.1%
**7. Other/Unclassified	8,852	16.2%
TOTAL STUDENTS SERVED	54,476	

* Refer to Table XXI for further breakdown

**Includes - temporarily health handicapped, temporary detention center placements, and transfers to new levels with no programs

SECTION II

SPECIAL EDUCATION INSTRUCTIONAL AND SUPPORT STAFF

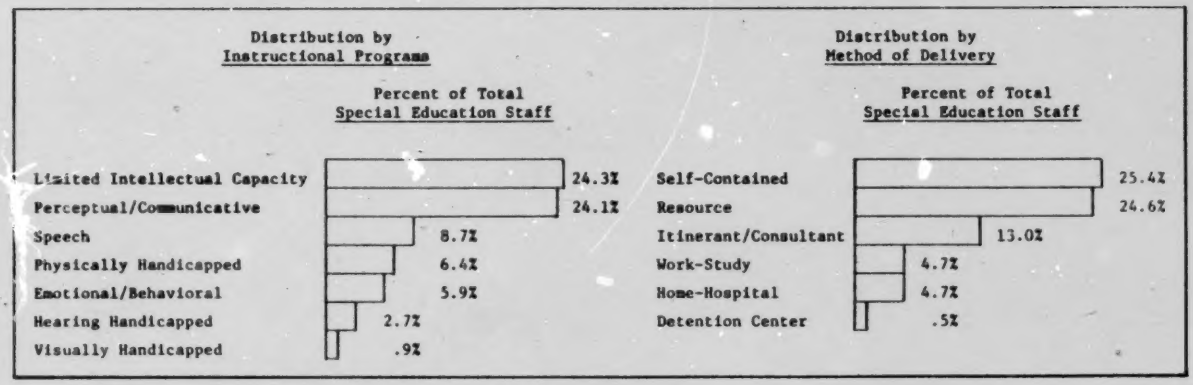
1. Number and Type of Staff Employed *

Summary data for 1973-74 show that full-time equivalent staff members employed in special education totaled 2,628.3. Of these positions, 2,387.6, or 90.8 percent, qualified for state reimbursement under the Handicapped Children's Educational Act. Positions may not qualify for reimbursement when they are (a) supported from other sources of revenues, (b) additional positions above the maximum approved for reimbursement by the state, or (c) held by individuals not meeting minimum certification or endorsement requirements.

Seventy-three percent of the total special education staff were instructional program personnel, and 27.0 percent were support services personnel. The distribution of instructional personnel by categorical program and by the method of delivery to which they were assigned is illustrated in Tables VI and VII.

TABLE VI

Relative Distribution of Instructional Personnel by Program and Method of Delivery



* Additional information in Appendix B, "Average Salaries Paid for Special Education Teachers and Support Staff and Average Teacher-Student Ratios"

TABLE VII

Distribution of Special Education FTE Instructional Personnel
by Method of Delivery for Each Categorical Program

Program	Self-Contained Special Class	Resource Room	Itinerant - Consultant	Work-Study Programs	Home-Hospital Programs	Detention Center Programs	Total FTE Teachers Employed	Total FTE Aides Employed	Total FTE Instructional Staff	T Teac and
Limited Intellectual Capacity	423.2	66.3	6.7	103.3			599.5	39.9	639.4	
Perceptual/Communicative	17.0	463.2	69.4	7.7	3.3		560.6	73.7	634.3	
Speech		6.0	219.5				225.5	2.7	228.2	
Physically Handicapped	41.6	3.0	1.5	1.0	95.9		143.0	25.6	168.6	
Emotional/Behavioral	57.1	29.3	5.0	5.0	23.3	11.1	130.8	25.2	156.0	
Hearing Handicapped	37.5	10.5	13.8	2.0			63.8	6.0	69.8	
Visually Handicapped		5.0	15.8	1.0			21.8	1.6	23.4	
TOTAL TEACHERS	576.3	583.3	331.7	120.0	122.5	11.1	1,744.9	-0-		
TOTAL AIDES	92.1	64.5	12.5	4.6	-0-	1.0	-0-	174.7		
TOTAL INSTRUCTIONAL STAFF	668.4	647.8	344.2	124.6	122.5	12.1	1,744.9	174.7	1,919.5	

* Refer to "Handicapped Children's Educational Act Reimbursement Analysis, 1973-74", Appendix C, for further information on reimbursed per and "Reimbursable Costs Under the Handicapped Children's Educational Act", Appendix D, which distributes staff according to area of endorsement

** Includes staff for both the emotional/behavioral and perceptual/communicative categorical programs

TABLE VII

Distribution of Special Education FTE Instructional Personnel
by Method of Delivery for Each Categorical Program

lf-Contained Special Class	Resource Room	Itinerant - Consultant	Work-Study Programs	Home-Hospital Programs	Detention Center Programs	Total FTE Teachers Employed	Total FTE Aides Employed	Total FTE Instructional Staff	Total FTE Teachers Approved and Reimbursed	* Total FTE Instructional Staff State Approved and Reimbursed
423.2	66.3	6.7	102.3			599.5	39.9	639.4	607.5	639.6
17.0	463.2	69.4	7.?	3.3		560.6	73.7	634.3	625.5	724.4 **
	6.0	219.5				225.5	2.7	228.2	224.7	227.4
41.6	3.0	1.5	1.0	95.9		143.0	25.6	168.6	107.8	133.4
57.1	29.3	5.0	5.0	23.3	11.1	130.8	25.2	156.0	(Total included with P/C category above)	
37.5	10.5	13.8	2.0			63.8	6.0	69.8	60.3	66.3
____	5.0	15.8	1.0	____	____	21.8	1.6	23.4	21.3	21.8
576.3	583.3	331.7	120.0	122.5	21.1	1,744.9	-0-		1,647.0	
92.1	64.5	12.5	4.6	-0-	1.0	-0-	174.7	____	165.9	____
668.4	647.8	344.2	124.6	122.5	12.1	1,744.9	174.7	1,919.5	1,812.9	1,812.9

en's Educational Act Reimbursement Analysis, 1973-74", Appendix C, for further information on reimbursed personnel,
r the Handicapped Children's Educational Act", Appendix D, which distributes staff according to area of

emotional/behavioral and perceptual/communicative categorical programs

Support personnel were employed by the administrative units to provide the services which supplement the special education instructional programs. A total of 708.9 full-time equivalent support staff were reported by the administrative units. Support personnel were distributed among the six basic services shown in Table VIII.

TABLE VIII

Distribution of Special Education
FTE Support Staff by Service Area

Support Services	Total FTE Support Staff Employed	Total FTE Support Staff State Approved and Reimbursed *	Percent of Total Special Education Staff
Assessment/Consultation (psychologists, social workers, audiologists)	266.5 ** (50.8)	*** 293.5	10.1%
Health (nurses, occupational therapists, physical therapists, psychiatrists)	181.3	68.5	6.9%
Administration			
directors, assistant directors, supervisors	54.5 24.7	52.6 **** 29.3	2.1% .8%
Specialty Training (music, art, home economics, physical education, industrial arts)	41.8	35.0	1.6%
Inservice for Special Educators (inservice coordinators)	8.0	--	.3%
Instructional Materials Centers (IMC coordinators)	14.9	8.8	.6%
TOTAL FTE CERTIFIED STAFF	591.7	487.7	22.4%
Non-Certified (aides)	13.2	--	.5%
Secretaries	104.0	87.2	4.0%
TOTAL FTE SUPPORT STAFF	708.9	574.9	26.9%

* Refer to "Handicapped Children's Educational Act Reimbursement Analysis, 1973-74", Appendix C, for further information

** Additional staff on contracts with agencies, but not included in total

*** Includes staff employed by district and those on contracts

**** Includes some service coordinators and some IMC coordinators

2. Time Distribution of Activities

Special education teachers reported that nearly two-thirds of their time was spent in direct instructional activities. The remaining time was used to carry out those functions which are necessary for the effective delivery of services to students with handicapping conditions. Table IX shows the percent of time allocated to specific activities of special education. Table X shows the time distribution in special education activities reported by psychologists, social workers and nurses.

TABLE IX

Time Distribution
of Special Education Teachers

Functions	Self-Contained Percent of Time Spent	Resource Percent of Time Spent	Itinerant/Consultant Percent of Time Spent
Instructing	66.0%	62.8%	61.4%
Assessing Students	3.4%	7.6%	8.4%
Staffings	2.1%	2.9%	2.8%
Consulting with Parents	3.9%	3.3%	3.6%
Consulting with Staff	4.4%	6.4%	6.0%
Planning and Management	16.8%	12.5%	9.3%
Inservice Instructing	1.0%	1.2%	1.3%
Traveling	.4%	.7%	4.4%
Other	1.3%	1.7%	2.0%

TABLE X

Time Distribution of Psychologists,
Social Workers and Nurses for Special Education

Functions	Psychologists Percent of Time Spent	Social Workers Percent of Time Spent	Nurses Percent of Time Spent
Assessing Students	33.6%	11.7%	19.9%
Consulting with Staff	18.6%	21.3%	11.9%
Staffings	12.2%	9.9%	11.2%
Consulting with Parents	10.9%	18.1%	12.3%
Services to Students	8.1%	15.1%	1.6%
Traveling	5.0%	3.9%	4.6%
Planning and Managing	3.4%	2.3%	2.9%
Inservice Instructing	2.0%	1.4%	1.6%
Materials Development	1.0%	1.3%	1.9%
Health	.1%	.4%	26.9%
Other	4.6%	1.3%	4.6%

SECTION III

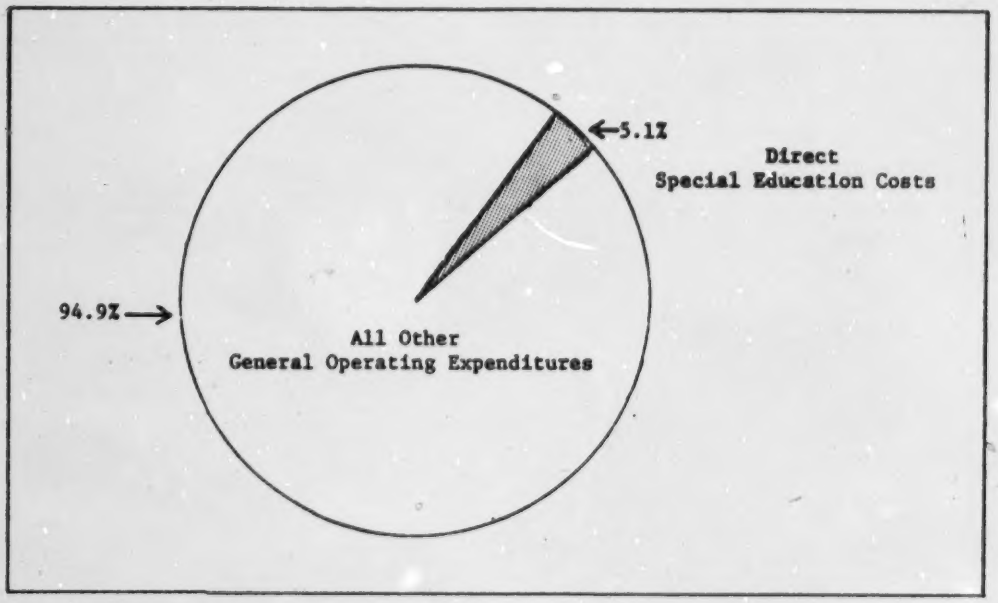
SPECIAL EDUCATION COSTS AND REVENUES

1. Direct Special Education Costs

Direct special education costs are those which are incurred due to the provision of special education services. These include both the direct special education support services and the direct special education instructional programs. They do not include the attributable costs for regular education programs in which handicapped students participate. Direct special education costs for 1973-74 were 5.1 percent of the total general operating expenditures of Colorado's school districts.*

TABLE XI

Direct Special Education Expenditures in Relation to
All Other General Operating Expenditures

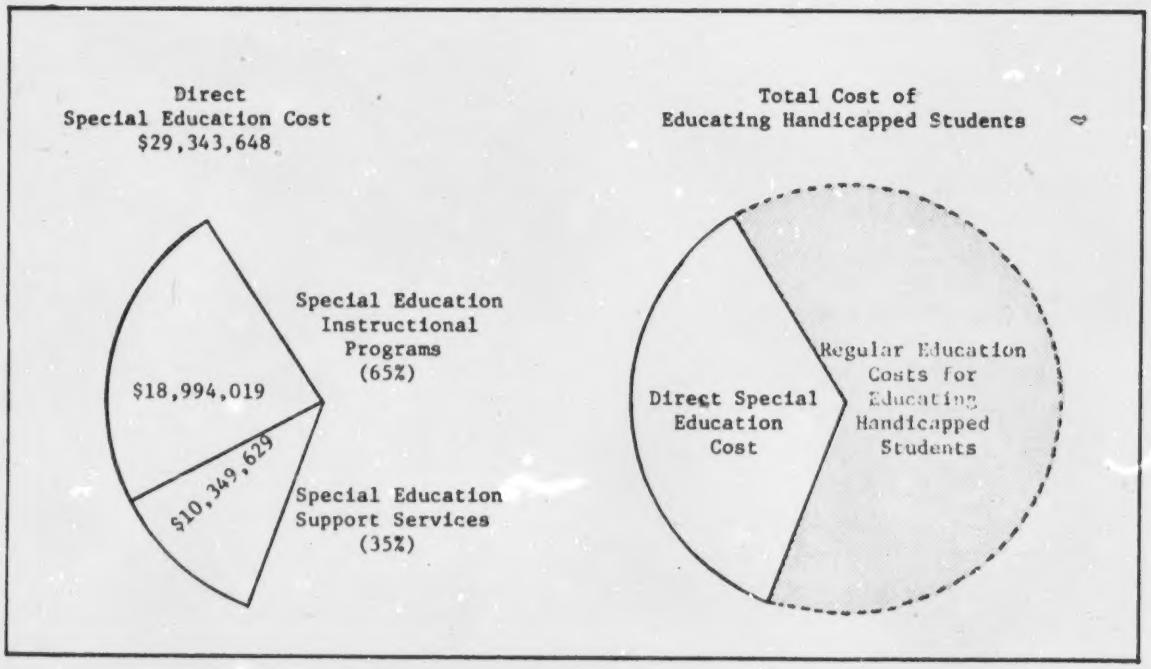


* Based on estimated total general operating expenditures for the school year 1973-74 of $577,731,395. Actual amount was not available at the time this report was printed.

The total direct cost of special education for 1973-74 was $29,343,648. Sixty-five percent of the cost for special education can be attributed to instructional programs. Thirty-five percent of the cost was for support services.

TABLE XII

Direct Special Education Cost



The total direct special education cost, which includes those for instructional programs and support services, is distributed in Table XIII among the seven special education categorical programs. The cost per student in each category is provided in the last column.

TABLE XIII

* Instructional and Support Costs
for Students Served in Each Category of Handicap

Programs	Number Served	Direct Special Education Instructional Cost	Direct Special Education Support Service Cost	Direct Special Education Per Student Cost
Limited Intellectual Capacity	8,573	$ 6,538,433	$ 6,303,072	$1,497.90
Emotional/Behavioral	2,690	1,607,637	971,036	958.61
Detention Center	4,883	139,354	---	28.58
Perceptual/Communicative	11,426	6,086,109	1,784,794	688.85
Hearing Handicapped	599	758,329	343,044	1,838.68
Visually Handicapped	356	291,145	34,402	914.45
Physically/Multiply Handicapped	1,689	1,073,992	596,964	989.31
Speech	24,260	2,498,820	316,317	116.04
TOTALS	54,476	$18,994,019	$10,349,629	

* Refer to "Special Education Instructional Cost by Category and Delivery Method", Appendix E, and "Per Student Instructional Cost by Delivery Method for Each Categorical Program", Appendix F

The $10,349,629 support service cost for special education, as distributed in Table XIII to each of the programs, was for those services in the areas listed below.

TABLE XIV

Direct Special Education Costs
for Support Services

Service	Cost	Percent of Total Direct Special Education Cost
Assessment and Consultation	$ 4,497,116	15.3%
Administration and Supervision	2,231,494	7.6%
Health	1,853,260	6.3%
Transportation	841,212	2.8%
* Specialty Training	480,646	1.6%
Inservice for Special Educators	298,793	1.0%
Instructional Materials Centers	147,108	.5%
TOTAL	$10,349,629	

* Includes music, art, adaptive physical education, home economics and industrial arts for special education students

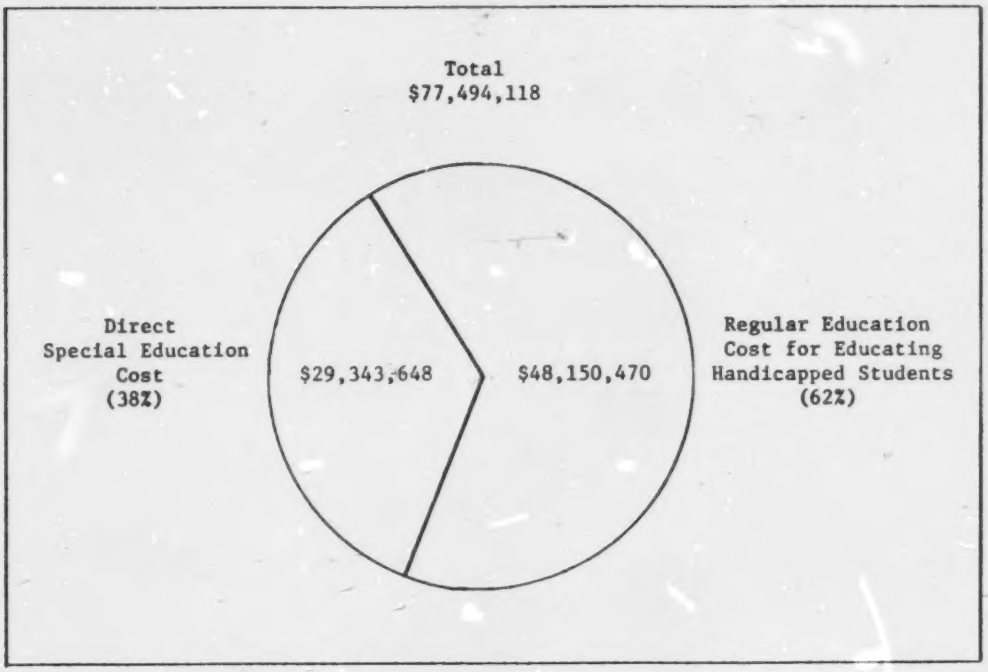
2. Total Attributable Cost for Special Education Students

The total attributable cost of educating handicapped students is defined as the sum of regular and special education costs for providing education services for handicapped students. The total includes the direct special education costs for special instructional programs and support services, and the costs of the students' regular education program according to the ratio of time they are served in the regular educational program.

Table XV shows that 38.0 percent of the cost of educating handicapped students is attributable directly to special education, while 62.0 percent of the cost is attributable to regular education.

TABLE XV

Total Attributable Cost
for Educating Handicapped Students



The attributable cost for educating handicapped students by type of program is displayed in Table XVI. The cost includes those incurred in providing handicapped students with special education programs and with regular education programs, prorated according to the time spent in each.

TABLE XVI

Total Attributable Costs
for Educating Handicapped Students
by Categorical Program

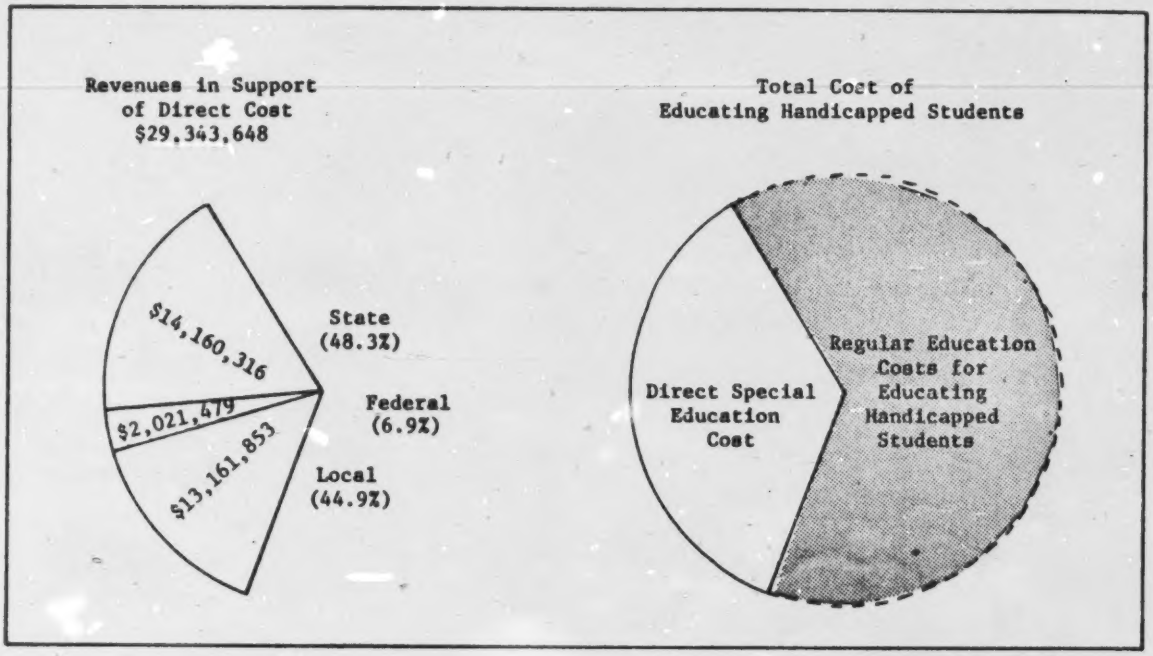
Program	Number Served	Total Attributable Cost	Per Student Cost
Limited Intellectual Capacity	8,573	$16,306,332	$1,902
Emotional/Behavioral	7,573	8,898,920	1,175
Perceptual/Communicative	11,426	18,658,820	1,633
Hearing Handicapped	599	1,468,077	2,450
Visually Handicapped	356	669,929	1,881
Physically/Multiply Handicapped	1,689	2,890,157	1,711
Speech	24,260	28,601,863	1,178
TOTALS	54,476	$77,494,118	

3. Revenue Sources for the Education of Handicapped Students

The total direct cost of special education, for both instructional programs and special support services, was supported by revenues from federal, state and local sources in the proportions reported in Table XVII.

TABLE XVII

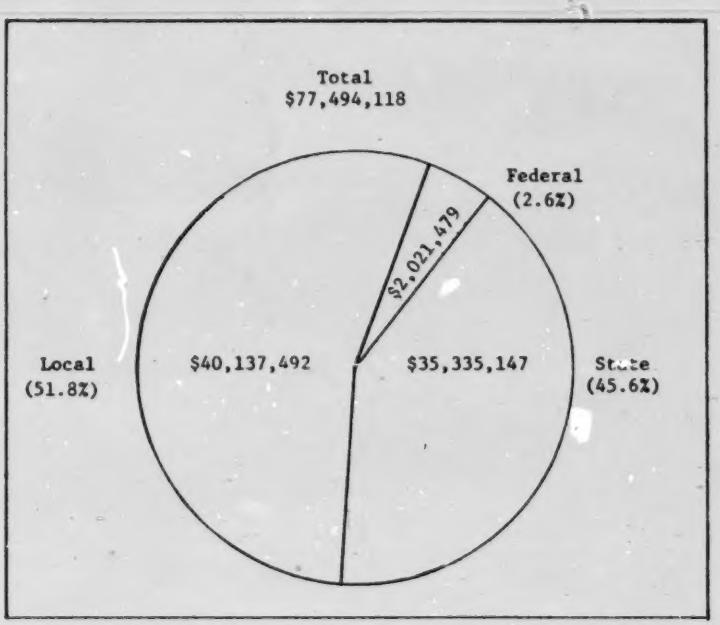
Revenues in Support of Direct Special Education Cost for Educating Handicapped Students



The total attributable cost for handicapped students during 1973-74 was supported by revenues from federal, state and local sources in the proportions illustrated in Table XVIII. Fifty-one and eight-tenths percent of the cost for educating handicapped students in regular and special education programs was provided by local funds.

TABLE XVIII

Revenues in Support of the Total Attributable Cost for Educating Handicapped Students



4. Limitations Test*

C.R.S. 123-22-14(3) declares that reimbursements made to administrative units under the Handicapped Children's Educational Act shall not exceed 100 percent of the attributable student cost when the reimbursements are combined with all other applicable federal, state, local and private resources. Table XIX shows that the combined revenues received for educating handicapped students in Colorado did not exceed the total attributable cost. After preliminary analysis by the Department, it appears that two of the administrative units may have received revenues in excess of their reported total attributable cost for special education students. At the time of this report, further study of the individual units' revenues in comparison to costs is being conducted.

TABLE XIX

Comparison of Revenues Received in Support of
Educating Handicapped Students
with the Total Attributable Cost

Revenues Received		Total Attributable Cost	
Federal	$ 2,021,479	Direct Special Education Cost	$29,343,648
State			
HCEA	14,160,316	Regular Education Cost for Educating Handicapped Students	48,150,470
Foundation Act	21,174,831		
Local	40,137,492		
Private	-0-		
TOTAL REVENUES	$77,494,118	TOTAL ATTRIBUTABLE COST	$77,494,118

The Rules for the Administration of the Handicapped Children's Educational Act, 2220-R-12.02(2), states that the local district contribution per student must not be less than the amount received by the general fund property tax per student. Analysis by the Department showed that administrative units should have provided minimum local contributions in support of the education of handicapped students during 1973-74 of $25,956,066. Actual local contributions totaled $40,137,492 well above the minimum required.

* Refer to "Revenue, Cost and Reimbursement Analysis for Special Education, 1973-74", Appendix F

5. Reimbursement to Administrative Units

As illustrated in the following table, the administrative units were reimbursed for 48.3 percent of the total direct cost of $29,343,648 incurred for the education of handicapped students. Only a portion of the total direct cost becomes eligible for reimbursement under the provisions in the Handicapped Children's Educational Act, C.R.S. 123-22-14. Of the costs which were eligible and approved by the Department, the $14,160,316 legislative appropriation met 73.8 percent of the claims which units were actually entitled to receive.

TABLE XX

Reimbursements to Administrative Units Under the Handicapped Children's Educational Act

Amount Appropriated and Distributed to Administrative Units	$14,160,316	
		Percent Reimbursed
Total Direct Cost of Special Education	$29,343,648	48.3%
Amount Eligible for Reimbursement	$24,136,610	58.7%
Amount Approved by the Department for Reimbursement	$19,199,723	73.8%

SECTION IV

QUALITATIVE EVALUATION OF SPECIAL EDUCATION SERVICES PROVIDED

1. Percentages of Students Dismissed with Objectives Accomplished

Program outcome information received from the local administrative units indicates that of the total number of students served in special education programs during 1973-74, 24.9 percent of the students served were dismissed, having accomplished their objectives. Not all handicapping conditions can be remediated, but special education programs can be effective in helping most students learn to compensate for such conditions. The percentages of special education students reported at the end of the school year to have been returned to regular education and those retained for the next school year are shown in Table XXI.

TABLE XXI

Percent of Special Education Students Dismissed with Objectives Accomplished or Retained for the Following Year

Program	Total Number Served	Dismissed with Objectives Accomplished	Percent Retained
Limited Intellectual Capacity	8,573	5.6%	67.4%
Emotional/Behavioral	2,690	29.8%	42.8%
Detention Center	4,883	N/A	N/A
Perceptual/Communicative	11,426	25.8%	54.0%
Hearing Handicapped	599	8.7%	76.5%
Visually Handicapped	356	2.5%	80.3%
Physically/Multiply Handicapped	1,689	57.6%	20.9%
Speech	24,260	34.0%	45.2%
TOTALS	54,476	24.9%	46.0%

The remaining 29.1 percent not accounted for above either left the district, graduated, withdrew, dropped out of school, or no longer needed temporary services. (See Table V, Section I)

2. Reports of Student Progress

Twenty-three of the administrative units submitted data on the progress students made during the 1973-74 school year. Since this was the first year a request was made for summary information on student progress to be reported to the Department, the method for reporting results was flexible and left to the discretion of the local unit.

Measures of student progress currently used within administrative units vary, and the reports received included results determined by: (a) standardized tests, (b) teacher-made tests, (c) accomplishments on individual student objectives, (d) observations, (e) checklists, and (f) rating scales. The most appropriate and preferred method for serving the student and for determining the effectiveness of his special education program is by: (a) initially identifying the special objectives he needs to accomplish during the school year, and (b) assessing whether or not he accomplished the objectives. This method of student assessment, although the most valuable, is in its beginning stages in most of the administrative units and does not yet lend itself to making summary statements regarding student progress.

Considerable progress is being made in all of the administrative units toward the development of special education program and student objectives as a part of the implementation of the process required in the Accountability Act of 1971. With assistance from the Department, an increase will occur in the level of sophistication within the local units to assess student progress based on individual objectives and other appropriate methods. Copies of the reports submitted are on file in the Department of Education, Special Education Services Unit.

3. Reports of Follow-Up Studies of Graduates from Special Education

Two of the administrative units - Jefferson #R-1 and Denver #1 - completed follow-up studies of graduates from special education programs. The purpose of the studies was to identify, based on the graduates' responses, the benefits gained as students through their participation in a special education work-study program and to determine where the programs were effective and where they might be improved.

The study conducted by Jefferson County made inquiries of a random sample of special education graduates from the years of 1965 through 1973. Results of the study showed: (a) 84.0 percent of the male graduates are working, and 81.0 percent of the female graduates are working, (b) 73.0 percent are working 35 hours a week or more, and (c) 35.0 percent are earning more than $3.00 per hour.

Denver district staff completed a follow-up study of special education students who graduate during the 1969-70 school year. Results of the study include: (a) 67.7 percent are employed full-time, with an additional 3.1 percent employed part-time, and (b) 26.2 percent reported that their job training received in school helped them in getting their jobs.

Both studies reported that the graduates most frequently indicated that more training in specific job skills, and the basic core subjects of reading and mathematics would have been desirable. Requests for additional information on these studies should be addressed to the local units.

It is expected that with assistance from the Department, other administrative units will begin to conduct follow-up studies of their special education graduates during the next school year.

4. On-Site Visitations

Two administrative units, together representing 22 school districts, (the Northwest Board of Cooperative Services, with offices in Steamboat Springs and the South Central Board of Cooperative Services, with offices in Pueblo) were visited by Department sponsored teams of professionals during the 1973-74 school year. The purpose of the visitations was to obtain more in-depth information on the local operation of special education programs so that program quality could be assessed, legal compliance determined, and assistance and direction provided to the units in the areas where it was most needed.

Findings of the two visitations identified the common areas where improvement was needed and/or where legal compliance was in question. These areas related to management and administrative procedures; aspects of the service delivery process, such as staffings, personnel utilization and communication; and integration with regular education.

Following the visitation, specific recommendations were given to the local staff in the units visited, and direct follow-up assistance was provided in priority areas of need. Changes which have taken place in the units since the visitation are used as indicators of the continuous progress all units in Colorado are making toward the provision of quality special education programs. Changes have occurred in the two administrative units in each of the areas identified above and have resulted in management procedures and programs which are better organized, more comprehensive and in compliance with all legal requirements.

An on-site visitation to every administrative unit in Colorado will occur by the end of the 1976-77 school year.* As with this past year's results, it is expected that the on-site visits will have extensive impact in causing positive change in special education programs to occur and, therefore, improved quality in the delivery of services to the students in Colorado.

Copies of the visitation reports are on file with the Department of Education, Special Education Services Unit. Also available are the procedural guidelines which are followed in condycting an on-site visit to a special education administrative unit.

* See 1974-75 schedule of on-site visitations, Appendix G

SECTION V

INSERVICE PROGRAM FOR THE REGULAR EDUCATOR

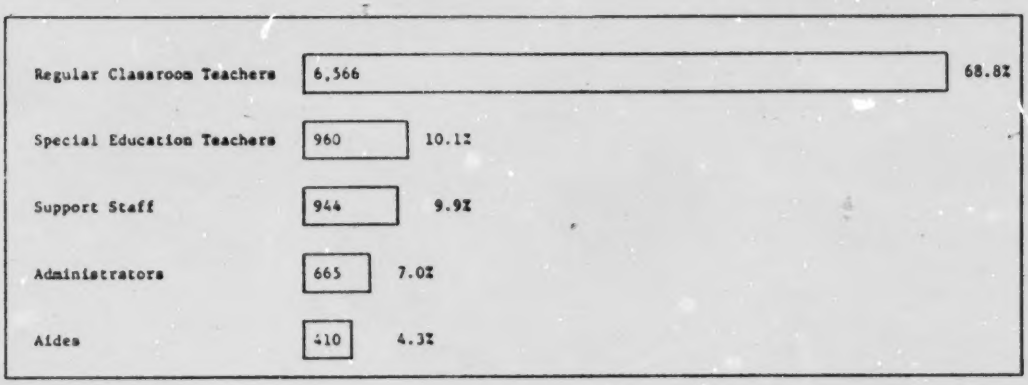
1. Program Impact

Inservice programs were conducted by 41 administrative units. This included 27 local districts and 14 boards of cooperative services. One unit participated with a board of cooperative services, leaving one unit of the 43 which did not participate in the inservice.

The end-of-the year reports indicate that 9,545 individuals participated in the program. The participants included teachers, support staff personnel, administrators and aides, as illustrated in the following table.

TABLE XXII

Inservice Participants



Of the 6,575 teachers served by the inservice programs, 67.1 percent were elementary teachers and 31.9 percent were secondary teachers, while only .9 percent represented preschool level programs. Further analysis of the administrative unit reports shows that the inservice participants were in contact with nearly 34.0 percent of the state's student population.

TABLE XXIII

Regular Classroom Teachers Served and Not Served by Inservice Programs

Level	Teachers Served	State Totals	Teachers Not Served
Preschool	62	83	21
K-3	2,502	5,595	3,093
4-6	1,912	5,328	3,416
7-9	1,240	7,193	5.953
10-12	850	8,258	7,399
TOTALS	6,566	26,457	19,882

2. Quality and Value of the Inservice

The participants were asked to respond to an instrument designed to assess the effectiveness of the inservice programs. For the most part, these reactions indicate that the inservice was well received by the participants.

TABLE XXIV

Participants' Response to
Quality and Value of Inservice Programs

Questions	Poor	Good	Excellent
Quality			
Interest Level	9.0%	21.0%	70.0%
Length of Time for Training	22.2%	32.4%	45.4%
Effectiveness of Instructional Methods	13.8%	28.8%	57.4%
Appropriateness of Method Used to Assess the Inservice	18.5%	36.2%	45.3%
Value to Participants			
Value to Participant as a Teacher	11.5%	19.9%	68.6%
Accomplishment of Objectives	11.1%	31.2%	57.7%

3. Objectives, Needs and Growth

Regarding the reactions of participants to the objectives pursued in the inservice training, it is significant to note that, whereas a high percentage (66.7 - 84.7 percent) of the participants reported growth in skills related to the objectives, a high degree (67.4 - 87.6 percent) also reported the need for more inservice related to these specific objectives. (See Table XXIII)

TABLE XXV

Accomplishments Made by the Participants
and Reactions to Additional Needs

Topics/Objectives	Number of Participants	Percent of Participants Who Accomplished Objectives	Percent of Participants Reporting Need for More Inservice On Scale of 0-5	Percent of Participants Reporting Growth in Skills On Scale of 0-5
A. Overview of Special Education				
1. Identification of Handicapped Student	8,659	70.0%	77.4%	84.7%
2. Effects of Handicaps on Learning	6,592	70.0%	80.6%	85.1%
3. Role of Special Education Services	8,746	75.0%	78.5%	82.2%
B. Special Education Program Development				
1. Use of Screening Instruments	4,922	64.0%	81.8%	74.0%
2. Referral Procedures	4,484	67.0%	67.4%	74.6%
3. Determining Student's Need through Assessment Instruments and Other Methods	6,695	69.0%	82.6%	72.7%
4. Staffing Function and Team Procedures	5,477	67.0%	74.8%	73.0%
5. Modification of Existing Programs	8,017	71.0%	84.7%	77.9%
6. Student Progress Evaluation	2,625	68.0%	84.6%	68.1%
7. Preparation of Information for Staffing Team	2,561	64.0%	80.2%	66.7%
8. Utilizing Evaluation Information to Improve Programs	3,272	64.0%	85.8%	71.2%
C. Special Instructional Skills				
1. Instructional Techniques and Methods for Students with Special Needs	8,752	67.0%	87.6%	76.7%
2. Instructional Materials or Equipment	6,025	64.0%	86.4%	71.5%
3. Effective Utilization of Outside Resources	4,338	68.0%	84.2%	73.3%
4. Methods of Group and Individual Student Management	7,717	68.0%	83.0%	71.9%
D. Positive Attitudinal Change of Participants Toward Handicapped Students	6,896	68.0%		

4. Final Expenditures

The expenditures for the 1973-74 inservice programs throughout the state total $1,843,113.05. Of this amount, $1,474,490.44 was provided by the state and $368,622.61 was provided by the local administrative units. (See Table XXIV) With the legislative funding for inservice programs occurring just prior to the beginning of the fiscal year, most administrative units were unable to prepare for, and implement the programs until after January 1, 1974. As a result, $525,509 of the money earmarked for inservice was not spent and will be returned.

TABLE XXVI

Financial Summary of
Inservice for Regular Classroom Teachers

Allocations	
State of Colorado Allocation	$2,000,000.00
Approved by Department of Education for Unit Expenditures	- 1,810,907.09
Unallocated or Unclaimed	$ 189,092.91
Usage	
Approved	$1,810,907.09
Amount Expended by Administrative Units	- 1,474,490.44
Approved, but Unexpended	$ 336,416.65
Expended In State	
State Monies - 80 Percent	$1,474,490.44
Local Match - 20 Percent	+ 368,622.61
Total	$1,843,113.05
Total Unexpended Funds	
Unallocated or Unclaimed	$ 189,092.91
Approved, but Unexpended	+ 336,416.65
Total	$ 525,509.56

PART II

THE MIDYEAR STATUS REPORT, 1974

MIDYEAR STATUS REPORT

Purpose

The purpose of the midyear report is to provide current and relevant information on the status of special education subsequent to House Bill 1164, enacted by the Forty-Ninth Colorado General Assembly.

Approach

This section responds to the following legislative provisions of the Handicapped Children's Educational Act, C.R.S. 123-22, revised, 1973:

1.	123-22-2	Requiring services to handicapped children in regular classrooms wherever practical
2.	123-22-3(5)	Allowing preschool programs for the handicapped and providing for the establishment of guidelines for the identification of handicapped children
3.	123-22-4(1)	Requiring rules for the administration of the Act to be adopted by the State Board of Education
4.	123-22-4(2)	Requiring a State Advisory Committee for Special Education
5.	123-22-4(4)	Requiring state data and information system on children, personnel, costs and revenues
6.	123-22-5	Establishing provisions for a state depository and retrieval network for visually and hearing handicapped children
7.	123-22-6(1)	Establishing provisions for the development of special education administrative units
8.	123-22-6(2)	Requiring special education plans for all administrative units
9.	123-22-6(3)	Requiring services to all handicapped children by July 1, 1975
10.	123-22-6(5)	Requiring that each administrative unit employ a qualified director of special education
11.	123-22-14(1)(c)(v)	Providing for inservice training of regular classroom teachers to provide special education services within regular classrooms
12.	Other	Supplemental requests for 1974-75

Status Report

1. Requiring Services to Handicapped Children in Regular Classrooms Wherever Practical (123-22-2)

The public schools in Colorado have traditionally provided basic program services to handicapped children through special education itinerant and resource room programming concepts. The practice has been expanded since the 1973 legislative revisions to the Handicapped Children's Educational Act to include most severely handicapped children who were previously provided special education services through self-contained programs. The extent to which handicapped children are provided educational services in the regular classrooms may be judged by comparing the handicapped students served in 1973-74 with the average hours per week in special education programs as described in this report.

2. Preschool Programs and Child Identification Guidelines [123-22-3(5)]

Although a few administrative units have initiated preschool programs, the establishment of preschool programs by administrative units has been seriously impeded due to the limitations of available personnel, fiscal resources, and the absence of an adequate needs assessment study of preschool children. Colorado has joined a selected group of states for the development of a needs assessment study of preschool program needs. Plans for implementing the study are under development. The study in Colorado will be augmented with technical assistance supplied through federal government funding.

Child assessment guidelines for the identification of handicapped children and the placement of these children in special education programs have been established by the Department. In an effort to improve the quality of the guidelines for the identification of handicapped children and procedures for program development, the Department has initiated plans for a mid-western state study into the identification and placement procedures for handicapped children. This study will be directed by the State of Colorado and will include, along with five other states, the participation of the Bureau of Indian Affairs. The projected completion date for the study is March, 1975. The study will be followed by a ten-month series of training sessions for child assessment personnel in all 43 special education administrative units in Colorado. (Available documents - Rules for the Administration of the Handicapped Children's Educational Act and Procedures for Diagnosing Handicapped Children)

3. Special Education Rules [123-22-4(1)]

State Rules were adopted by the State Board of Education on October 15, 1973. These Rules were revised in 1974 and adopted by the State Board on September 9, 1974, and approved by the Attorney General on October 11, 1974. (Available document - Rules for the Administration of the Handicapped Children's Educational Act, 1974)

4. State Advisory Committee for Special Education [123-22-4(2)]

Eighteen members have been appointed to the State Advisory Committee for Special Education by the State Board of Education. The selection of members was distributed to insure representation from rural and urban school districts, higher education, other state agencies, and the general public.

5. Data and Information System [123-22-4(4)]

The data information system developed by the Department is composed of the following:

a. Administrative unit plans approved by the Department and maintained for monitoring and supervision
b. Annual applications for program approvals
c. Annual applications and reports of program activities
d. State directed on-site team visitations to 33 percent of all administrative units annually
e. State directed on-site consultant visitations to selected administrative units

The data system is designed to provide student, personnel, cost, revenue, evaluation and statutory compliance management information.

6. State Depository and Retrieval Network for Visually and Hearing Handicapped Children (123-22-5)

The Department has established the depository and retrieval system as required by law. The network for the hearing handicapped, which was delayed for implementation until July 1, 1974, will be fully operational by July 1, 1975. A cost analysis of the network for the visually handicapped, which has been fully operational for three years, maintains an annual savings to local districts of over $500,000. The state cost for the program in 1973-74 was $56,408.

7. Status of Administrative Units [123-22-6(1)]

In 1973, the Department approved 43 special education administrative units to provide services to all school districts in Colorado. Seven of those school districts and one board of cooperative services were provided conditional approval to June 30, 1974, subject to a demonstrated ability to provide comprehensive services to handicapped children within their administrative units. The eight conditional approvals have been extended to July 1, 1975, for purposes of additional evaluation by the Department before final approval is granted.

Three districts have requested variances, due to geographical and population constraints, to contract services through larger neighboring administrative units. Those districts - Hinsdale #Re-1, Mesa #49Jt, and Mesa #50 - have been approved for variances by the Department.

8. Administrative Unit Plans [123-22-6(2)]

Forty-three approved special education plans have been submitted to the Department of Education. Copies of those plans are available for review in the Special Education Services Unit of the Department.

9. Services to All Handicapped Children by July 1, 1975 [123-22-6(3)]

In the 1973-74 school year, districts provided 61 percent of the estimated programs necessary to provide comprehensive services to handicapped children in the public schools. Projection estimates based upon administrative unit applications indicate that 78.5 percent of the estimated programs needed will be supplied in 1974-75. Projections for 1975-76, the designated year for full implementation, indicate that 89.5 percent of the estimated programs will be operational.

Two constraining factors have impeded the dedicated efforts of administrative units to establish 100 percent of the program needs in Colorado public schools. Those constraints have been the availability of personnel and funds. Critical shortages of psychologists, teachers endorsed in perception, language and behavior; and school social workers have significantly affected program development.

10. Directors of Special Education [123-22-6(5)]

Forty-three administrative units have employed directors of special education. Qualification standards for directors are being reviewed by the Department and institutions of higher education.

11. Inservice Training of Regular Classroom Teachers [123-22-14(1)(c)(v)]

All but one administrative unit have received conditional approval on this year's inservice program. One unit has not completed an application, and one unit is in the process of rewriting its plan. Sixteen units have received approval for supplemental programs. Anticipated participant numbers, based on district inservice plan projections, are:

Teachers	16,493
Aides	822
Support Staff	905
Administrators	952
Miscellaneous and Parents	80
TOTAL	19,312

12. Supplemental Requests for 1974-75

During the 1974 legislative session, an appropriation of $19,378,528 for special education programs, plus an additional $222,640 for personnel travel, was established to provide the 1974-75 state share of fiscal support for special education programs in the public schools. The principle underlying the appropriation of 19.4 million dollars was to fully fund, within the statutory limitations of C.R.S. 123-22, special education services conducted during the 1973-74 school year, which were estimated by the Joint Budget Committee to accrue at that level. (Actual claims as approved by the Department for 1973-74 reported a state share of $19,199,723.)

The Department of Education was instructed to present to the Legislature in 1975 a request for a supplemental appropriation which, when added to the initial appropriation, would fully fund public school programs for the handicapped conducted during the 1974-75 school year. The request for a supplemental appropriation would be accompanied by a more current compilation of data than was available at the time of the initial appropriation.

The following report and request for supplemental appropriations for state support of programs conducted under the authority of C.R.S. 123-22, the Handicapped Children's Educational Act, represents a synopsis of the most current data available from the 43 approved special education administrative units for the 1974-75 school year.

a. Supplemental Requests

A supplemental request of $4,533,363 for the school year 1974-75 has been submitted to the Fiftieth General Assembly of the State Legislature. The supplemental requested would bring the total distribution for special education programs in the public schools to $24,011,891, and would provide the necessary revenues to fully fund the state share for district operated special education services as specified in C.R.S. 123-22 of the Handicapped Children's Educational Act, revised, 1973.

b. State Progress Toward Providing Educational Services to Handicapped Children in the Public Schools

The most current estimates of the Department show that during the 1974-75 school year, school districts will employ 78.5 percent of the personnel necessary to provide special education services to all handicapped children identified in the 1972 statewide study of handicapped children. The new programs developed during the current school year will represent an increase of 17.5 percent over the 61 percent available in 1973-74. The programs will provide services to 64,296 handicapped students, an increase of 18.0 percent over the 54,476 served in 1973-74.

The degree to which school programs for the handicapped are estimated to approach comprehensive services for the handicapped are estimated in Table XXVII. (All estimates are based upon personnel projections made by the Department in its 1973 report to the Legislature.)

TABLE XXVII

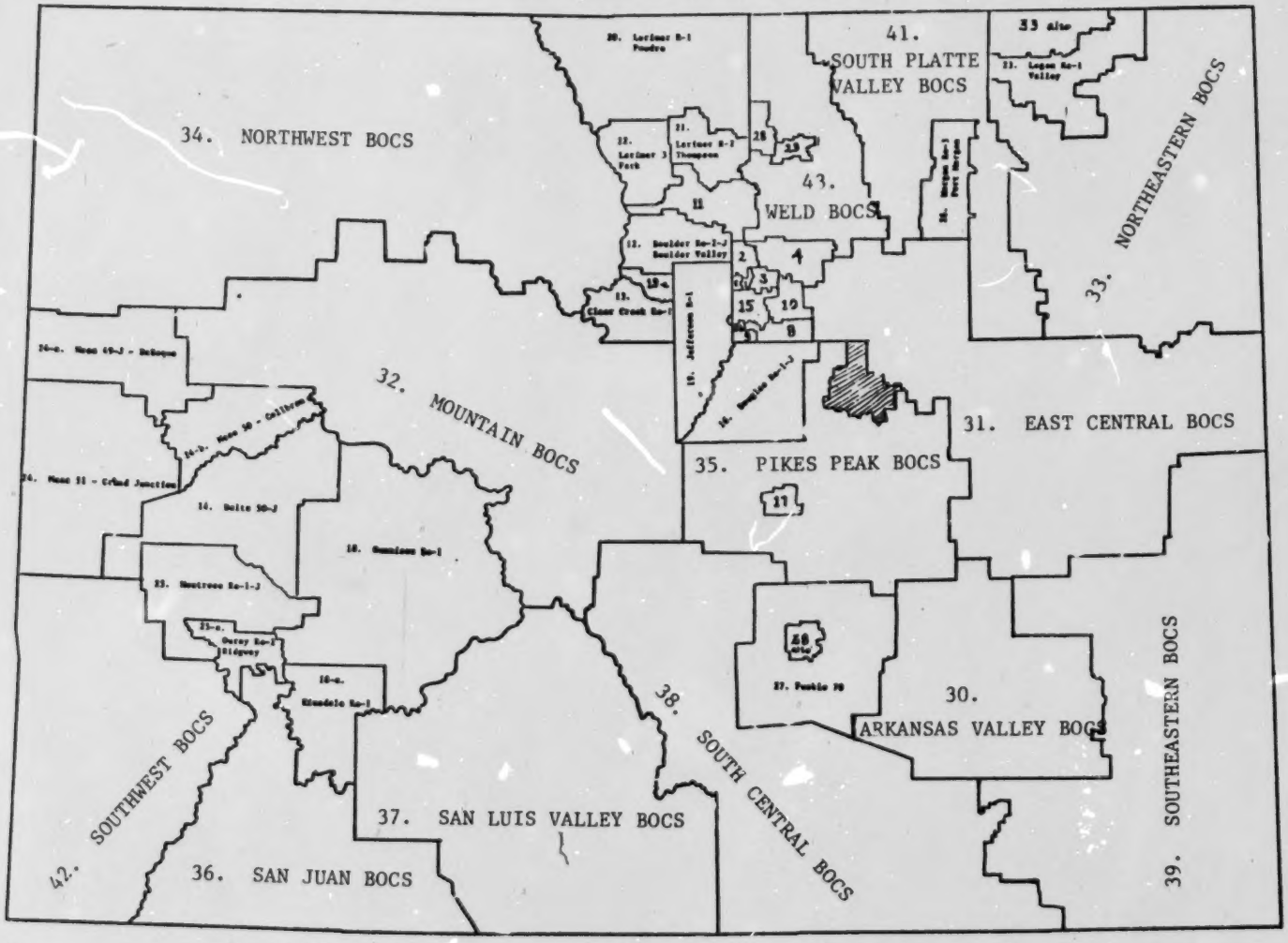
Estimated Level of Special Education
Program Development in the Public Schools

	1973-74	1974-75	1975-76
Aurally Handicapped	56%	69%	73%
Perceptual, Language, Emotional	52%	66%	83%
Limited Intellectual Capacity	86%	87%	90%
Speech	84%	98%	100%
Physically Handicapped	62%	80%	80%
Visually Handicapped	40%	49%	60%
Estimated Implementation Level	61%	78.5%	89.5%

APPENDICES

APPENDIX A

Colorado's Forty-Three Special Education Administrative Units



1. Adams 1 - Mapleton
2. Adams 12 - Eastlake-Thornton-Northglenn
3. Adams 14 - Commerce City
4. Adams 27-J - Brighton
5. Adams 50 - Westminster
6. Arapahoe 1 - Englewood
7. Arapahoe 2 - Sheridan
8. Arapahoe 5 - Cherry Creek
9. Arapahoe 6 - Littleton
10. Adams-Arapahoe 28-J - Aurora
11. Boulder Re-1-J - St. Vrain Valley
12. Boulder Re-2-J - Boulder Valley
13. Clear Creek Re-1
14. Delta 50-J
15. Denver 1
16. Douglas Re-1-J
17. El Paso 11 - Colorado Springs
18. Gunnison Re-1
    Hinsdale Re-1
19. Jefferson R-1
    Gilpin Re-1
20. Larimer R-1 - Poudre
21. Larimer R-2 - Thompson
22. Larimer 3 - Park
23. Logan Re-1 - Valley
24. Mesa 51 - Grand Junction
    Mesa 49-J - DeBeque
    Mesa 50 - Collbran
25. Montrose Re-1-J
    Ouray Re-2 - Ridgway
26. Morgan Re-3 - Fort Morgan
27. Pueblo 70
28. Weld Re-4 - Windsor
29. Weld 6 - Greeley
30. Arkansas Valley BOCS
31. East Central BOCS
32. Mountain BOCS
33. Northeastern BOCS
34. Northwest BOCS
35. Pikes Peak BOCS
36. San Juan BOCS
37. San Luis Valley BOCS
38. South Central BOCS
39. Southeastern BOCS
40. SEMBCS
    composed of:
    6. Arapahoe 1
    7. Arapahoe 2
    8. Arapahoe 5
    9. Arapahoe 6
    10. Adams-Arapahoe 28-J
41. South Platte Valley BOCS
42. Southwest BOCS
43. Weld BOCS

APPENDIX B

Average Salaries Paid for Special Education Teachers and Support Staff
and Average Teacher-Student Ratios

Teachers	Students Served	Teacher FTE	Teacher/ Student Ratio	* Average Salaries
Limited Intellectual Capacity	8,573	599.5	1/14.3	$10,851
Emotional/Behavioral	2,690	119.7	1/22.5	10,791
Detention Center	4,883	11.1	1/440.0	
Perceptual, Communicative	11,426	560.6	1/20.4	10,791
Hearing Handicapped	599	63.8	1/9.4	10,852
Visually Handicapped	356	21.8	1/16.3	11,456
Physically Handicapped	359	20.5	1/17.5	11,831
Home-Hospital	1,330	122.5	1/10.9	8,298
Speech	24,260	225.5	1/107.6	10,782

Support Staff	* Average Salaries
Directors	$19,334
Assistant Directors	16,969
Supervisors	18,605
Psychologists	14,531
Social Workers	14,075
Audiologists	13,696
Nurses	10,229
Occupational Therapists	8,274
Physical Therapists	13,093
Psychiatrists	29,015
Specialty Teachers	12,195
IMC Coordinators	12,405
Aides	2,933
Secretaries	6,094

* Including Fringe Benefits

APPENDIX C

Handicapped Children's Educational Act Reimbursement Analysis for Special Education Instructional Programs and Support Services 1973-74

Instructional Programs	Students Served	Total Cost of Program	FTE Staff Employed	FTE Staff Claimed for Reimbursement	Total Amount Claimed for Reimbursement
Limited Intellectual Capacity	8,573	$ 6,538,433	* 599.5	** 607.5	$ 4,667,011
Emotional/Behavioral	7,573	1,747,181	130.8	625.5	4,778,634
Perceptual/Communicative	11,426	6,086,109	560.6		
Hearing Handicapped	499	758,329	63.8	60.3	463,299
Visually Handicapped	356	291,145	21.8	21.3	171,904
Physically/Multiply Handicapped (Home-Hospital)	1,689	1,073,992	143.0	107.8	726,162
Speech	24,260	2,498,820	225.5	224.7	1,715,280
SUB-TOTALS			1,744.9	1,647.0	$12,522,290
Aides			174.6	165.9	389,167
INSTRUCTIONAL PROGRAM TOTALS	54,476	$18,994,019	1,919.5	1,812.9	$12,911,457

Support Services	Total Cost of Services	FTE Staff Employed	FTE Staff Claimed for Reimbursement	Total Amount Claimed for Reimbursement
Assessment/Consultation (psychologists, social workers audiologists)	$ 4,497,116	266.5 *** (50.8)	****293.5	$ 2,968,956
Health (nurses, occupational therapists, physical therapists, psychiatrists)	1,853,260	181.3	68.5	499,370
Administration/Supervision	2,231,494			
directors, assistant directors		54.5	52.6	692,351
supervisors		24.7	*****29.3	385,936
secretaries		104.0	87.2	376,012
Specialty Training (music, art, physical education, home economics, industrial arts)	480,646	41.8	35.0	302,187
Instructional Materials Centers	147,108	14.9	8.8	77,281
Inservice for Special Educators	298,793	8.0	--	--
Aides	(included in cost above)	13.2	--	--
SUPPORT SERVICE TOTAL	$ 9,508,417	708.8	574.9	$ 5,302,093

Additional Items Reimbursed	Total Cost of Items	FTE Staff Employed	FTE Staff Claimed for Reimbursement	Total Amount Claimed for Reimbursement
Transportation/Foster Home	$ 841,212	N/A	N/A	$ 716,579
Equipment	(Distributed to	N/A	N/A	166,965
Supplies	programs and	N/A	N/A	40,657
Tuition	services)	N/A	N/A	61,972
ADDITIONAL ITEMS TOTAL	$ 841,212			$ 986,173
GRAND TOTALS	$29,343,648	2,628.3	2,387.8	$19,199,723

* Does not include all work-study teachers
** Includes all work-study teachers
*** Staff employed on contracts but not included in total
**** Includes staff who were employed on contracts
***** Includes some IMC or inservice coordinators

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APPENDIX D

October, 1974

Reimbursable Costs
Under the Handicapped Children's Educational Act
(Actual and Estimated)

	1973-74 (Actual)			1974-75 (Estimated)			1975-76 (Estimated)		
	FTE	Cost	Claim	FTE	Cost	Claim	FTE	Cost	Claim
Directors	36.10	$ 617,654	$ 494,123	40.65	$ 762,138	$ 609,710	42.00	$ 816,186	$ 652,949
Assistant Directors	16.50	247,785	198,228	17.50	275,652	220,522	24.00	436,032	348,826
Supervisors	29.30	482,420	385,936	43.36	695,421	556,337	60.00	962,520	770,016
Audiologists	3.00	36,359	29,087	4.50	47,103	37,682	7.00	73,269	58,615
Mobility Specialists	1.06	9,590	7,672	1.00	10,375	8,300	3.00	28,295	22,637
Occupational Therapists	3.45	25,260	20,208	8.20	73,367	58,694	9.00	83,190	66,552
Physical Therapists	1.80	20,856	16,685	2.00	24,735	19,788	5.00	61,840	49,472
Nurses	62.87	569,108	455,287	60.56	537,389	429,911	70.00	619,372	495,498
IMC Specialists	8.80	96,602	77,281	20.80	225,005	180,004	40.00	450,000	360,000
Home-Hospital	70.50	517,678	414,143	70.00	500,000	400,000	70.00	500,000	400,000
Home-Hospital Telephone		988	790		4,405	3,524		4,000	3,200
Psychologists	141.55	1,820,121	1,456,097	178.00	2,430,101	1,944,081	196.00	3,122,280	2,497,824
Social Workers	148.90	1,854,715	1,483,772	176.50	2,258,265	1,806,612	192.00	2,388,480	1,910,784
Psychiatrists	.35	8,987	7,190	1.72	61,718	49,374	3.00	100,000	80,000
Foster Home Care		10,691	10,691		13,946	13,946		30,000	30,000
Transportation		882,360	705,888		932,773	746,218		1,000,000	800,000
Secretaries	87.15	470,015	376,012	107.60	601,583	481,266	110.00	605,000	484,000
Aurally (Hearing) Handicapped	60.30	579,124	463,299	73.80	810,361	648,289	78.00	1,152,200	921,760
Educable Mentally Hand./Work-Study	607.50	5,833,764	4,667,011	614.82	6,288,271	5,030,617	630.00	6,987,540	5,333,032
Educationally Handicapped	625.45	5,973,292	4,778,634	803.30	8,092,754	6,474,203	1,000.00	9,861,000	7,888,800
Physically/Multiply Handicapped	37.25	390,024	312,019	48.40	547,429	437,943	40.00	504,360	403,488
Speech	224.70	2,144,100	1,715,280	262.00	2,649,855	2,119,884	267.00	2,713,200	2,170,560
Visually Handicapped	20.25	205,289	164,232	24.50	269,184	215,347	30.00	342,750	274,200
Specialty Teachers	35.00	377,734	302,187	31.00	370,316	296,253	55.00	526,280	421,024
Aides	165.85	486,459	389,167	220.70	697,603	558,082	266.00	798,000	638,400
Supplies		333,929	166,965		652,607	326,304		700,000	350,000
Equipment		79,734	39,867		312,000	156,000		400,000	200,000
Tuition		61,972	61,972		83,000	83,000		100,000	100,000
Staff Travel					125,000	100,000		131,000	104,800
	2,387.63	$24,136,610	$19,199,723	2,810,91	$30,352,356	$24,011,891	3,197.00	$35,496,794	$27,836,437

	Pupils Served		
Aurally Handicapped	599	731	772
Educable Mentally Handicapped (SLIC)	8,573	8,669	8,883
Educationally Handicapped (PC/ED)	18,999	24,099	30,000
Speech	24,260	28,296	28,836
Physically Handicapped	1,689	2,072	1,925
Visually Handicapped	356	429	525
TOTAL	54,476	64,296	70,941
ESTIMATED IMPLEMENTATION LEVEL	61.0%	78.5%	89.5%

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APPENDIX E

Special Education Instructional Cost
by
Category and Delivery Method*

	Self-Contained	Resource Room	Itinerant	Work-Study	Home-Hospital	Detention Center	Totals by Categorical Program	Percent of Total Special Education Instructional Cost
Limited Intellectual Capacity	$4,660,872	$ 645,594	$ 63,768	$1,168,199	$ --	$ --	$ 6,538,433	34.4%
Emotional/Behavioral	702,891	664,989	60,404	42,371	136,982	139,554	1,747,191	9.2%
Perceptual/Communicative	225,624	4,945,468	812,335	100,062	2,620	--	6,086,109	32.0%
Hearing Handicapped	448,180	123,930	159,407	26,812	--	--	758,329	4.0%
Visually Handicapped	--	62,512	218,010	10,623	--	--	291,145	1.5%
Physically/Multiply Handicapped	624,317	34,577	15,637	20,437	379,024	--	1,073,992	5.7%
Speech	--	61,750	2,437,070	--	--	--	2,498,820	13.2%
TOTALS BY DELIVERY METHOD	$6,661,884	$6,538,820	$3,766,631	$1,368,504	$518,626	$139,554	$18,994,019	
PERCENT OF TOTAL SPECIAL EDUCATION INSTRUCTIONAL COST	35.0%	34.4%	19.8%	7.2%	2.7%	.7%		

* Excludes direct special education support services cost

APPENDIX F

Per Student Instructional Cost by Delivery Method
for Each Categorical Program
* (Direct Instructional Costs Only)

	Self-Contained	Resource Room	Itinerant	Work-Study	Home Hospital	Detention Center
Limited Intellectual Capacity	$ 809	$ 537	$ 414	$ 815	$ --	$--
Emotional/Behavioral	709	745	280	214	350	29
Perceptual/Communicative	320	587	383	1,088	164	--
Hearing Handicapped	1,899	1,078	708	1,166	--	--
Visually Handicapped	--	1,645	712	1,518	--	--
Physically Handicapped	872	5,763	1,042	1,362	411	--
Speech	--	--	100	--	--	--

* Excludes direct special education support services cost

APPENDIX G

Revenue, Cost and Reimbursement Analysis for Special Education 1973-74

Direct Special Revenues in Comparison to Cost

Source		Amount
Federal		
Title I, ESEA	$	695,759
Title II, ESEA		9,792
Title III, ESEA		63,139
Title VI-B, ESEA		294,149
Title VI-C, ESEA		46,587
Title III, ESEA		23,600
Migrant Education		34,080
Model Cities		47,905
NIMH		159,619
Vocational Education		225,617
Vocational Rehabilitation		318,749
Other		102,492
Sub-Total - Federal		$ 2,021,479
State (HCEA)		$14,160,316
Local		$13,161,853
Private		-0-
TOTAL DIRECT REVENUES		$29,343,648
DIRECT SPECIAL EDUCATION COST		$29,343,648
DIFFERENCE		-0-

HCEA Reimbursement Analysis

Appropriation Distributed: $14,160,316

Factor	Amount	Percent Reimbursed
Direct Cost of Special Education	$29,343,648	48.3%
Eligible Reimbursement Portion	$24,136,610	58.7%
Approved by the Department for Reimbursement	$19,199,723	73.8%

Total Attributable Revenues in Comparison to Cost of Educating Handicapped Students

Source		Amount
Federal		$ 2,021,479
State		
HCEA	$14,160,316	
Foundation Act	21,174,831	
Sub-Total - State		$35,335,147
Local		
Property Tax	$25,956,066	
Other	14,181,426	
Sub-Total, Local		$40,137,492
Private		-0-
TOTAL REVENUES		$77,494,118
TOTAL ATTRIBUTABLE COST		$77,494,118
DIFFERENCE		-0-

APPENDIX H

On-Site Visitation Schedule
(Tentative)

Scheduled Visitations

Morgan School District #Re-3, Fort Morgan	September 16 - 18, 1974
Delta School District #50J, Delta	October 7 - 9, 1974
Montrose School District #Re-1J, Montrose	November 18 - 20, 1974
Adams School District #50, Westminster	December 2 - 4, 1974
Weld School District #Re-4, Windsor	December 12 and 13, 1974
Southeast Metropolitan BOCS, Denver	January 13 and 14, 1975
Clear Creek School District #Re-1, Idaho Springs	January 28 and 29, 1975
Douglas School District #Re-1J, Castle Rock	February 10 - 12, 1975
Arapahoe School District #2, Sheridan	February 24 and 25, 1975
Larimer School District #R-3, Estes Park	March 10 and 11, 1975
Gunnison School District #Re-1J, Gunnison	March 24 and 25, 1975
South Platte BOCS, Fort Morgan	April 7 - 9, 1975

Special Visitations

El Paso School District #11, Colorado Springs	Dates to be Scheduled
Jefferson School District R-1, Jeffco	Dates to be Scheduled

APPENDIX I

List of Documents

Colorado Department of Education
Special Education Services Unit

Published Documents

Special Education for Handicapped Children, 1971-72 ("1060 Study"), Colorado Department of Education, Denver, January, 1973.

Guidelines for Special Education Inservice Training Programs, Colorado Department of Education, Denver, February, 1974.

Education of Handicapped Children, Status Report, School Year 1972-73 and Midyear 1973-74, Colorado Department of Education, Denver, March, 1974.

Rules for the Administration of the Handicapped Children's Educational Act, Colorado Department of Education, Denver, November, 1974.

Printed Reports and Documents

Form CDE-49, "Application for Approval/Reimbursement of Special Education Services" for each administrative unit, 1973-74.

Form CDE-148, "Special Education Annual Report" and projection data for each administrative unit, 1973-74.

Qualitative reports of programs for twenty-three administrative units, 1973-74.

Form CDE-213A, "Special Education Staff Data" for each administrative unit, 1974-75.

"Procedures for On-Site Visitations to Special Education Administrative Units", Colorado Department of Education, Denver, 1974.

"Summary Report for 1973-74 Inservice Education Program for Regular Classroom Teachers", Colorado Department of Education, Denver, October, 1974.